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The College of Liberal Arts Faculty Minutes

College of Liberal Arts Minutes and Reports

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4-18-2019

# Minutes, College of Liberal Arts Faculty Meeting, Thursday, April 18, 2019

College of Liberal Arts Faculty, Rollins College

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**Agenda: Meeting of the Faculty of the College of Liberal Arts  
4/18/19**

1. Approval of Minutes from 4/4 CLA meeting
2. Committee Reports
  - a. Faculty Affairs Committee
  - b. Curriculum Committee
  - c. President's Report
3. Business
  - a. Ethics Minor Discussion and Vote
  - b. Catalog changes to Academic Probation Discussion and Vote
  - c. WF changes Discussion and Vote
  - d. Financial Aid Awarding Process and Overview



**Meeting of the Faculty of the College of Liberal Arts  
4/18/19**

**In Attendance**

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Agee; Anderson; Armenia; Bach; Barnes; Barreneche; Bernal; Boniface; Brannock; S.-E. Brown; V. Brown; Cannaday; J. Cavanaugh; Charles; Chong; G. Cook; T. Cook; Cornwell; Crozier; Cummings; A. Davidson; DeLorenzi; Douguet; Dunn; Ebin; Elva; Ewing; Flick; Fokidis; Forsythe; French; Fuse; Gilmore; S. Gonzalez Guittar; Grau; Habgood; Harper; Harris; Homrich; Houston; Hudson; Jones; Kincaid; Kistler; Kline; Lackman; Lewin; Lines; Luchner; Manak; Mathews; McCall; McClure; McLaren; McLaughlin; Mesbah; Mohr; Montgomery; Moore; Mosby; Murdaugh; Musgrave; Myers; Namingit; Nichter; Niles; Nodine; O'Sullivan; Paladino; Park; Parsloe; Pett; Pieczynski; Pistor; Prosser; Queen; Ray; Reich; Roe; Sanabria; Santiago Narvaez; Sardy; Schoen; Simmons; Singer; Smaw; Summet; Tatari; Teymuroglu; Tome; Vidovic; Voicu; Warnecke; Wilson; K. Wunderlich; Yankelevitz; Yellen; Zhang

**Announcements**

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*Meeting started at 12:33 pm.*

**Approval of Minutes**

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**Motion:** *Do you approve the minutes from the April 4, 2019 CLA faculty meeting?*

**Debate:** Ashley Kistler

Results of Clicker Poll (Yes – 51, No – 1, Abstain - 2)

**Announcements**

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**Ashley Kistler:** There are no announcements. During the committee reports we will count for quorum. There is no EC report today as our last meeting was cancelled due to Fox Day.

**Committee Reports**

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**Faculty Affairs Committee:** Chris Fuse

A few members of the All-College Appeals committee came to a recent FAC meeting to discuss some concerns with language in the bylaws. FAC crafted some new language and we have sent that forward to EC for review.

FAC has also been discussing possible changes to the sabbatical section of the Faculty Handbook. The committee found that the proposed changes were problematic and postponed further discussion to a later date.

The committee reviewed an alternate endowed chair policy developed by a faculty member currently holding an endowed chair and a member serving on FAC. The committee felt that the alternate version might address some of the concerns raised during the last faculty meetings. The committee voted to send the alternate policy forward to EC.

Finally, FAC is continuing to discuss policies associated with lecturers. The committee has some recommendations for the administration as we continue to explore the possibility of establishing the rank of senior lecturer.

**Curriculum Committee:** Gloria Cook

Since our last report on March 21st, The Curriculum Committee has approved the following proposals: physics major and minor revision, communication major and minor map and a self-designed major titled "Health, Medicine and Society."

**President's Report:** Grant Cornwell

**Grant Cornwell:** We have crafted a balanced budget for next year but it is tight due to the campus construction projects that are part of our strategic new vision. There is no additional revenue or students due to construction, and we will have a manageable but flat budget with no new initiatives planned at this time. Projections and targets for next year in terms of CLA things are going well; CLA has exceeded its projected revenue this year and I will not be surprised if it does so again next year. Holt is not meeting its revenue targets, part of a five year decline. With the arrival of a new dean and director of admission and relaunch the outlook is optimistic that Holt will achieve new stability and presence in the market. Crummer admissions are down and this is a national trend. They are not reaching target goals but are also making adjustments.

Grant commented about the information presented on three slides is found in Attachment 1.

**Fiona Harper:** In the preamble you mentioned we are investing in our infrastructure. Does that mean that down the road raises might be larger?

**Grant Cornwell:** It would be imprudent to predict the economy and student enrollment. Salaries are the first demand on the budget, meaning we make a commitment to them and adjust other budgets as required. We try not to have them be contingent on the vagaries of enrollment, and do not wait to set salaries increases until after we know admissions results.

**New Business**

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**Discussion and Motion:** Ethics Minor

**Debate:** Margaret McLaren, Ryan Musgrave, and Eric Smaw

**Ashley Kistler:** The minor map will be projected. (Attachment 2)

**Ryan Musgrave:** This has been a three to four year process with different permutations. We have the resources and knowledge as to how best to put into practice the interdisciplinary minor. There is student interest and employers are looking for students with the skill set to compare different value systems. We have looked at peer and aspirant schools offerings and as the rFLA and ECMP are now solidified it is a good time for this to happen. This is not just the philosophy department, but drawing interdisciplinarity from those across campus teaching ECMP courses.

**Eric Smaw:** Law schools are starting ethics programs while business and medical schools already have programs in place. For students going forward they will have some familiarity with ethics. Jobs in compliance are held by ethicists to ensure ethical rules and standards of the business. This includes government compliance offices. There are opportunities for our students in professional schools and for students to further their careers. This is good for us as liberal arts college and fits our mission in training our students to be responsible leaders.

**Margaret McLaren:** The minor is consistent with our mission and goes well with any major. The first iteration of the minor was taken to CC in the 2017-18 academic year and back to CC, and then EC, this year for approval. It is consistent with other minors on campus because it is developmental, including courses at the 100, 200, and 300 levels; having 2 courses at the 30 level ensures that students will achieve not simply competency, but a high level of proficiency. It is an interdisciplinary minor and draws from approximately fifty ECMP trained faculty and philosophy department members.

**Motion:** *Do you approve the proposed Ethics Minor?*

**Moved:** Alicia Homrich

**Second:** Jill Jones

**Ashley Kistler:** Seeing no hands or questions proceeds to the vote.

Results of Clicker Poll (Yes – 81, No – 2, Abstain - 6)

**Discussion and Motion:** Catalog Changes to Academic Probation

**Debate:** Gabriel Barreneche

A slide with the following information was projected.

*Academic Probation Changes*

- Clarification of impact of Maymester
- Process withdrawals and CR/NC declarations through Dean's office
- Allow suspended students to transfer credits back
- Appeals to return through Dean's office

**Gabriel Barreneche:** This summer we looked at academic probation practices, policies, and the catalog. First, students who do well in Maymester may move off academic probation. If a student does poorly, they won't be placed on academic probation based solely on the Maymester course. Second, at the middle part of each semester a flood of appeals for students on academic probation occurs as they can't withdraw from a course. The appeals committee was full with these requests. It seems cleaner to be approved by the dean rather than the committee. Third, when a student is suspended we encourage them to take classes elsewhere to prove that if they come back they will be successful in college. However, they aren't allowed to transfer the credits back to Rollins. This seems punitive and not really fair. In a self-study we noted that students are not coming back because they don't have to come back to Rollins to finish a degree. This would allow students with approval to transfer credits back into Rollins. Fourth, appeals to return to the College typically happen in the summer when according to the catalog the appeals committee makes the decision. However, over the summer the committee isn't meeting. Now the catalog will state the appeal goes to the dean.

**Motion:** *Do you approve the proposed catalog changes about Academic Probation?*

**Moved:** Thomas Moore

**Second:** Susan Montgomery

**Susan Montgomery:** Is there a stated limit to the maximum number of credits that can be transferred in?

**Gabriel Barreneche:** No, but it should be something reasonable, maybe two to three courses.

**Susan Montgomery:** Is it possible to include this in the document?

**Gabriel Barreneche:** No, in the process of the appeal the dean should have a vetting process for which courses are reasonable and how many will be transferred.

**Richard Lewin:** The maximum credit to be transferred is already in the catalog. If you put a number of credits it may not be easily divisible given courses have 3 and 4 credits depending on institutions.

**Ashley Kistler:** Asks if there are other questions.

**Dexter Boniface:** Questions the procedural process and if the motion went through Curriculum Committee.

**Gabriel Barreneche:** Affirmed it went through both CC and EC.

**Ashley Kistler:** Adds that it was a unanimous endorsement in EC.

**Shan-Estelle Brown:** If a student bombs Maymester and aren't on probation, does that change how

faculty and students approach the class?

**Gabriel Barreneche:** I don't think so. We had this discussion as bombing one class is different than bombing the semester. The impact is still on their transcript and GPA and the student may land on probation following semester.

**Ashley Kistler:** Asks for any more questions, seeing no hands, voting commences.

Results of Clicker Poll (Yes – 78, No – 6, Abstain - 2)

**Discussion and Motion:** WF Changes

**Debate:** Gloria Cook and Stephanie Henning

A slide with the following information was projected.

*Rationale for the Elimination of WF (withdraw failing) Grade*

- At Rollins the WF grade is used for administrative purposes (Financial Aid) to trigger the student failed because they stopped attending. Financial Aid only needs last attend date for students who failed all of their courses. Approximately 8-10 students a semester.
- The guideline as to when to assign a WF grade is vague and confusing to faculty. For example, if the student skips the last day of class and the final, should a WF grade be issued? What if they miss the last week?
- Many faculty would like the option to fail a student (assign an F grade) for non-attendance.
- Financial Aid is 'on board' with this change as long as last attend date can be secured for those students who fail all of their courses and the registrar has agreed to facilitate this process

**Gloria Cook:** This is essentially a housekeeping item. W and WF were confusing to the students and faculty.

**Stephanie Henning:** At the end of my first semester as grades were submitted there were questions from the faculty, The WF has a history of being used as an administrative function for financial aid. When the student stopped attending the course is required. The definition of when a student stopped attending, last day, last week, seems irrelevant to many faculty who just want to give the F which might have been inevitable. We worked with financial aid for a compromise. There was a small set, eight to ten students, where we needed the last day of attendance in each class, but a large number of WFs. If the student does not withdraw by the deadline it is the grade or an F. If passed, the WF grade change will be effective in the fall.

**Motion:** *Do you approve the proposed changes to the WF?*

**Moved:** Susan Montgomery

**Second:** Ryan Musgrave

**Ashley Kistler:** Notes this was approved by CC and EC. Asks for additional questions or comments.

**Anne Murdaugh:** What happens after the student tries to withdraw after the drop date – is that

grade now an F?

**Stephanie Henning:** It is the grade they earn, which might be an F.

**Marc Sardy:** I am confused if a student stops attending in the middle weeks, but came the last week what happens?

**Stephanie Henning:** According to federal regulations, it is the last day whether the final is the only day they show up.

**Ashley Kistler:** Seeing no hands proceeds to the vote.

Results of Clicker Poll (Yes – 70, No – 7, Abstain - 4)

**Discussion:** Financial Aid Awarding Process and Overview

**Debate:** Faye Tydlaska

Attachment 3 contains the series of slides presented.

**Faye Tydlaska:** There is an Interplay between financial aid, outreach to students, and the operating budget of college. Today's discussion focuses only CLA. For Holt I am happy to come to a faculty directors meeting. First described what is associated with a Rollins financial aid package and noted this is common across many private institutions. Recognized that some are intimately aware of this but others might not have thought about or been exposed to this. The office works with an external company to make econometric models for awarding students. In terms of merit scholarships, there are five academic tiers and each has a scholarship. We do some holistic review and can adjust up/down. Parent and student private loans are not part of the package. We have a tuition payment plan to help families budget better.

Bright Futures is based on grades and test scores. The amounts are awarded based on different levels and are on top of the aid we give. EASE is residency based, requires Florida high school attendance, and is also on top. Pell grants are on top of our aid. SEOG is an amount given to each institution to distribute at their discretion to Pell eligible students.

Financial need is determined based on the FAFSA form which requires tax returns from the past two years. The EFC is determined by the FAFSA. The cost of attendance varies and Rollins requires residency from student greater than a 50 mile distance. Institutions have limited federal work study dollars and typically are saved for the most needy students. Our office guides students for additional loans but we don't require the student do this or work study or federal loans. Our budget does not permit the replacement of loans with grant dollars.

Need based students in the higher academic tiers typically have higher packages than those with demonstrated need with a lesser academic profile. Need and merit are not separate, but not all students file the FAFSA. The FAFSA doesn't take into account non-custodial parents. Other schools might look at both parents income, we do not.



**Grant Cornwell:** First, we struggle with meeting 84% of the need, meaning that for many students there is a gap between their financial need and the aid award. We do the most we can. Right now for 100-200 families, Rollins is first choice, and they come back to us asking us to reevaluate the financial aid package. But we have stretched as far as we can. Remember last year, families with unmet need still enrolled and then it becomes impossible for them to afford the semester. Second, the fifty million in aid are not awards in the sense that these are funds we give away. Rather, this is unrealized revenue; it is pure discount off of the full cost of attendance.

**Faye Tydlaska:** Where does tuition dollars of admitted student go? We fund what we need to fund as taken from our fact book. We are a tuition driven institution, and this is typical of institutions like us. We are strategic and intentional about where we place dollars in terms of headcount, budget, and goals of a diverse class. Increase in Pell recipients and students of color are intentional increases. The population shifts affect how much aid we offer. The discount rate is something that boards and administrators are very interested in. We have offered that much more aid to students recently and one point of discount is equal to half a million dollars.

**Grant Cornwell:** Notes it is not accidental that the slope of the increase in discount mirrors the increase in Pell eligible students and students of color. This is intentional.

**Faye Tydlaska:** Prior to 2016 no merit scholarships were given to students who waived test scores. However, this impacts students of color and Pell recipients so we have added special scholarships for this. International students now are able to receive need based aid.

In September a cross divisional committee was formed to improve process and remove obstacles between when students accept and when they set foot on campus. The financial aid letter was redesigned and a video included to walk families through the package in both English and Spanish. In tracking the data over half the families are looking at the video. This is an ongoing process and our team is constantly thinking about ways to improve service for our students and their families.

**Ashley Kistler:** Notes there are five minutes left for questions.

**Victoria Brown:** Are undocumented students eligible for aid? Comments that she is happy to see communication has improved. For families who contact you with unmet need, is it still formulaic how your office addresses this or is it case by case?

**Faye Tydlaska:** Undocumented students qualify for scholarships and can submit an international student form for need based aid. For students asking about unmet need, we look again and provide counseling. We don't have the resources to give to far outside the formula. In rare cases we can increase the award, but not often. We have students who can make the gap work and others who can't.

**Amy McClure:** Is also happy about improved communications. Low income students say when they arrive on campus it is amazing. How do you deal with expected family contributions when they can't fill in the information.

**Faye Tydlaska:** It doesn't happen here as much because we only use the FAFSA and don't require an additional Rollins form. The team works one on one with students to help retrieve the

missing information. Our team also provides outreach at local high school nights and FAFSA workshops.

**Ashley Kistler:** Asks for motion to adjourn.

### **Motion to Adjourn**

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**Moved:** Chris Fuse

**Second:** Richard Lewin

Approved by Voice Vote at 1:43 pm.

## ATTACHMENT 1

### *How is the faculty raise pool determined?*

- A % increase amount is budgeted based on that percentage of the current total CLA/Holt faculty returning
  - Example: If the current year pool is \$15,000,000 and the raise pool is 2%, then \$300,000 is budgeted for raises for the following year
- In some years, a fixed amount for equity increases may also be included in the budget
- Raises are available only to continuing faculty, as the fixed salary for the coming year has already been negotiated for new, full time faculty

### *CLA Faculty Salary Raises*

	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Total full-time faculty	215	215	212	210	211
Actual total bases salaries*	15,478,632 (71,994)	15,633,331 (72,713)	15,601,002 (73,590)	16,119,492 (76,759)	16,441,882 (77,924)
% raise	2%	2%	2%	2%	2%
Equity increase	24,000		100,000	296,075	
Total \$ in salary raise pool	333,856	276,682	396,075	592,150	322,390

\*All anticipated faculty salaries at start of the fall, exclusive of fringe benefits

### *Contributions to salary increases 2015-2016 to 2019-2020*

- Total amount contributed to raises from 2015-2016 through 2019-2020:
  - \$1,921,153
- Cumulative contribution to raises since 2015-2016 through 2019-2020:
  - 12.4%

## ATTACHMENT 2

# Minor Map: Ethics

Effective Fall 2019

The Ethics minor reflects the key role that values and moral commitments hold within disciplines, professions, cultures, and societies. Designed for students majoring in any discipline, the minor in Ethics focuses on the study of core values that underlie theories and practices, from personal to local to larger global contexts. An interdisciplinary minor, it hones the trademark skills of ethical inquiry—critical thinking, examination of pressing moral issues, and socio-cultural engagement—to equip students to address 21<sup>st</sup> century ethical challenges.

Six (6) courses, including three (3) Core courses from the designated list (one of which must be PHI 108 Ethics), and three (3) ECMP Elective courses from any department (including PHI). One of the Core courses must be at the 300 or 400 level; one of the ECMP Elective courses must be at the 300 or 400 level.

### Six courses are required.

**CORE** PHI 108 Ethics, plus (2) courses required from list below.

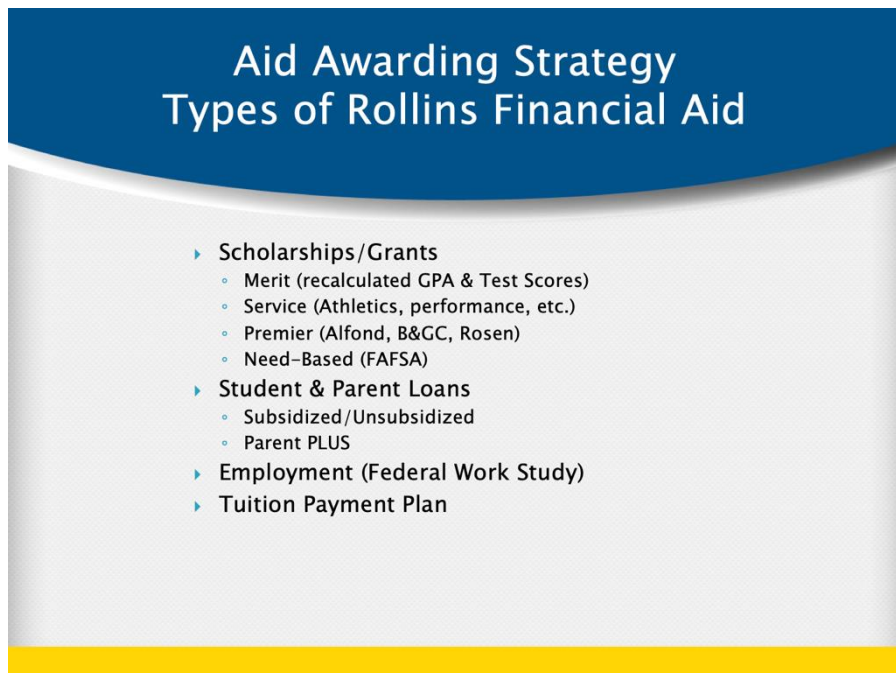
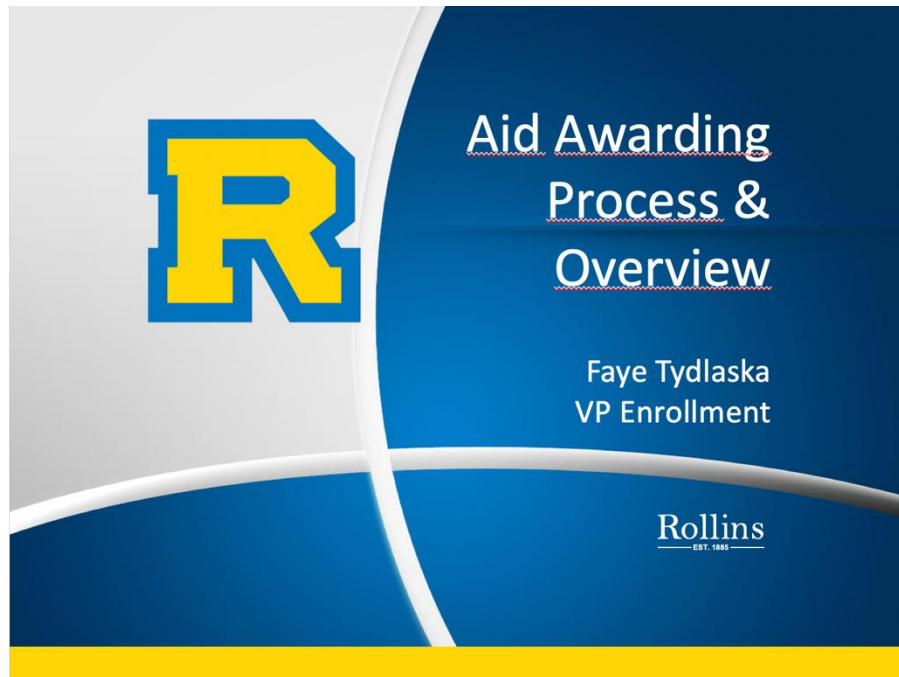
Semester	Course	Prerequisite	Grade
_____	PHI 108 Ethics	_____	_____
_____	_____	_____	_____
_____	_____ (300- or 400-level)	_____	_____
CLS 103	Greeks and the Good Life	PHI 242	Zombies, Serial Killers, and Madmen
PHI 212	Philosophy of the Arts	PHI 290	Medical Ethics
PHI 215	Social and Political Philosophy	PHI 302	American Philosophy
PHI 226	Philosophy of Education	PHI 308	Topics in Ethics
PHI 240	Topics in Philosophy	PHI 309	Environmental Ethics
		PHI 312	Feminist Theory
		PHI 315	Gender, Rights, and Relativism
		PHI 325	Philosophy of Law
		PHI 490	Senior Seminar

Any 200- or 300-level PHI course that counts as ECMP

**ELECTIVES** Three (3) ECMP Elective courses from any department (including PHI) are required.

Semester	Course	Designation	Grade
_____	_____	ECMP	_____
_____	_____	ECMP	_____
_____	_____ (300- or 400-level)	ECMP	_____

See the Rollins College Catalogue for a comprehensive listing of all requirements.



## Aid Awarding Strategy State & Federal Aid

### ▶ State Grants

- Bright Futures (high school GPA & Test Scores)
- EASE (Effective Access to Student Education residency)

### ▶ Federal Grants

- Pell (income-based)
- Supplemental Education Opportunity Grant

## Financial Need

- ▶ Determined by the FAFSA (federal methodology)
- ▶ Need is the difference b/w the Cost of Attendance and a Family's Calculated Ability to Pay
- ▶ Formula:  
Cost of Attendance (COA)  
- Expected Family Contribution (EFC)  
= Financial Need

## 2019–2020 Cost of Attendance

	<u>Resident</u>	<u>Home</u>
▶ Tuition	\$51,700	
\$51,700		
▶ Room & Board	\$14,450	\$2,980
▶ Books (estimate)	\$716	\$716
▶ Personal (estimate)	\$1,700	\$1,700
▶ Transportation	\$1,460	\$1,090
▶ TOTAL	\$70,000	
\$58,000		

## Need-Based Aid Samples

▶ Florida resident, living at home	
	COA: \$58,000
	EFC: \$15,000 (potential Adjusted Gross Income)
–	
\$75,000)	
=	Need: \$43,000
▶ Out of state student, on campus	
	COA: \$70,000
	EFC: \$30,000 (potential Adjusted Gross Income)
–	
\$160,000)	
=	Need: \$40,000
▶ Florida resident, on-campus	
	COA: \$70,000
	EFC: \$4,000 (potential Adjusted Gross Income,
–	
\$40,000)	
=	Need: \$66,000

## Rollins Financial Aid Awards

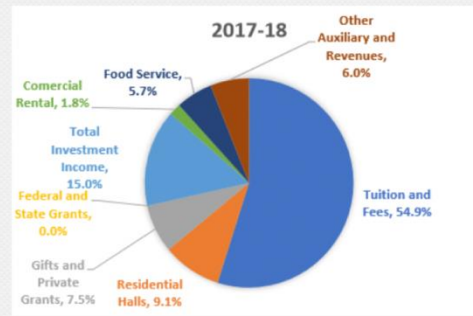
- ▶ Typically Include the Following:
  - Merit Scholarship (if applicable)
  - Need-based grant (if applicable)
  - State & Federal grants (if applicable)
  - Federal Work Study
  - Federal loans
- ▶ All of the above go towards meeting the demonstrated financial need of a student
- ▶ Students are not required to take out loans

## Aggregate info on Aid awarded

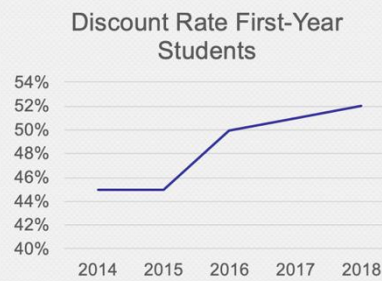
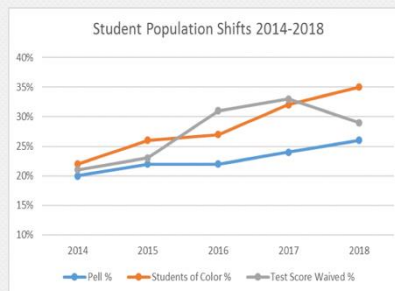
- ▶ Percentage of Need Met dependent on academic & need factors
- ▶ Incoming class with demonstrated financial need: 82%
- ▶ Average aid amount awarded: \$35,000
- ▶ Average net price: \$29,000 (resident), \$15,000 (commuter)
- ▶ Overall percentage of need met: 84%
- ▶ Rollins-funded aid awarded each year: \$50 Million



## Rollins' Operating Budget pie



## Student Population Shifts



## Shifts in Aid Practices

- ▶ Rollins' absorption of Boys and Girls scholarship
- ▶ Rosen Scholars (Rollins funds 75% of the award)
- ▶ Specialized aid packaging for specific populations during Early Decision
- ▶ Addition of scholarships for Test Score Waived students
- ▶ Increase in merit award amount to pace with tuition increases
- ▶ Added need-based aid for International students
- ▶ Significantly increased need-based aid for Transfer students

## Improving Communications

- ▶ Redesign of Financial Aid offer letter
- ▶ Accompanying video (English & Spanish versions)
- ▶ Emails to parents around aid letter delivery
- ▶ Complete overhaul of Billing communication plan
- ▶ Individual outreach to gapped students
- ▶ Additional aid counseling support for incoming students
- ▶ Individual meetings during Preview Weekend & Embark participant
- ▶ Increased communications around Billing and move-in